

Implementation of School-Based Management Committee of Public Secondary Schools in Nigeria: Contribution, Challenges and Way Forward

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Abstract: School-Based Management Committee was introduced to Nigerian educational institutions especially the Basic schools and secondary schools with the aims of encouraging host community participation in the school administration and management. The implementation of the School-Based Management Committee of public secondary school in Nigeria is however faced with some problems. This paper examined the problems hindering the implementation of School-Based Management Committee of public secondary schools in Nigeria. The paper employed secondary and primary data. The data were sourced from print and online resources. The paper discovered that School-Based Management Committee of public secondary schools has contributed to the improvement of school administration and management, funds mobilization and improvement in planning and maintenance of school plant facilities. The paper also identified inadequate funding, corruption, insecurity, poor participation of parents, poor capacity building of stakeholders, lack of motor-able roads and ineffective supervision of the programme as the major problem hindering the implementation of school-based management committee of public secondary schools in Nigeria. The paper specifically suggested that the government should increase the funding of the programme and communities and parents should be encouraged to contribute their counterpart funding on time.

Keywords: Administration, Committee, School, Management.

Introduction

Ihedioha, (2021a) observed that there has been the quest for quality assurance delivery in the educational system across the globe. Quality assurance has led to series of reforms within the educational system. One of such reforms and strategy is the introduction of school based committee in schools system. This is because of the anticipated roles that people expect the committee would play in the administration of the schools especially, because of current conflicts and crises in the educational system, where students in their general numbers have taken to various maladaptive behaviours that have resulted to high risky school climate. The capacity of the schools to raise the kind of youths that will benefit the society has reduced drastically looking at various antecedents such as mobility of the various governments to provide adequate support systems in terms of funding and provision of facilities for the actualization of the educational objectives. The above views, created the attendant need for the full participation of communication system in the school administration. The school based management committee (SBMCs) identified their problems and liaise with both the school and other non-government organizations to proffer solution to the problems of the facilities in the form of school plants, teaching instructional materials, funds, supervision and control of students'

behaviour problems within the school as well as complementing the efforts of government according to Ihedioha (2021)

Man mandated all basic education schools in the country to set up a school based management committee (SBMC) comprising of adults and youths to assist in both planning and the management of the located schools (FME, 2005). School based management committees are envisaged as the proof of community involvement and partnership for quality basic education delivery. In recognition of the crucial role of stakeholders in basic education institution host communities, the setting up and proper functioning of SBMC is very central to the attainment of an all-inclusive process of basic education administration and management and the successful implementation of the Universal Basic Programme in Nigeria (Ihedioha, 2021; Ememe, 2014).

Maina, Mohammed & Adeola (2020); Pinnock, (2012); and UNICEF, (2011) observed that the School-Based Management Committees (SBMCs) have been created as mechanisms to provide platforms for communities and schools to work together to enrich school governance, and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic education schools. The importance of establishing SBMCs among other things is to bring schools closer to their communities. Though the SBMCs have been established in many schools in Nigeria, only few are reported to have operated effectively. Some related studies have indicated the progress and achievement so far made by the few functional SBMCs in Nigeria. However, it is observed that mandating the implementation of SBMC Activities in Nigeria schools was designed to become a starting point for improving the quality of national education and students' achievements. However, it appears to be a general problems (Maina, Mohammed. & Adeola (2020). A study was carried to determine the extent school-based management committee (SBMC) participates in enhancing quality assurance in secondary school management in Enugu state, Nigeria and the result showed that SBMC enhanced quality assurance in public secondary schools was low. Also, Ifunanya & Ifeyinwa (2021) carried out a study examined the extent school based management committee (SBMC) contribute in the effective administration of public secondary school in Anambra State and concluded that SBMC is not effective as regards, infrastructure, funding, Renovation among others, Based on this, this paper examines the implementation of school-based management committee of public secondary schools in Nigeria: contribution, challenges and way forward.

Theoretical Framework

The paper is anchored on system theory. Maina, Mohammed.& Adeola (2020) cited Duwigbo (2004) posited that system theory involves a model of energetic input-output system in which the energetic returns, that is the output is reactive to the system. Maina, Mohammed.& Adeola (2020) cited Peretomode (2001) also supported that a system is a group of inter-dependent elements acting together to accomplish a predetermined purpose. The system theory is related to the present study because school is a system and school-based management committees are sub-systems within the school which interact and interrelate as part of the —whole. The level of performances or effectiveness of school-based management committees in the school administration are directly related to the output of the school. This means that if school-based management committees are effective, the output of the school will be of high standard. But if school-based management committees within the school are ineffective, it also results in poor product and poor achievement of set goals of the school system. This is because of the concept of interdependence and inter-relatedness of this theory (Maina, Mohammed & Adeola 2020).

Concept of School Based Management Committee

School-Based Management Committees (SBMCs) are established by government to act as a bridge between schools and the communities they serve. The School-Based Management Committee was set up to increase citizen participation in school management (Ogundele & Adelabu, 2009). SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes. SBMCs are voluntary groups made up of people who represent the school community and they include students,

teachers, parents, community leaders as well as other community-based groups interested in education (Chika, Onuora, & Sam 2021). School Based Management Committee takes its root from the School Based Management. The idea of having School Based Management Committee, to oversee the management of schools is an important aspect of educational reform globally. It is a channel for bringing resources from community into school, a way of getting a better flow of government resources to schools, as well as the linkage between government, school and community (Maina, Mohammed.& Adeola 2020; UBEC, 2011). It is also an initiative, meant to improve the bottom up decision in educational planning and management, so as to facilitate improvement in the quality of education and efficiency. It is aimed at moving secondary education forward through combined effort of government, community, teachers and children, as well as broadening the existing gap between schools and communities where they exist and operate (Pinnock, 2012; Maina, Mohammed.& Adeola 2020). Put simply, it is the voice of the communities in schools' governance (Maina, Mohammed.& Adeola (2020).

Major functions and roles of school based management committee include according to Ogunode, Mohammed, & Abubakar, (2022) and SSSBMCP (2017) includes; Provide avenues for all stakeholders to participate actively in school governance in order to improve service delivery, access, equity, and learning outcomes for learners; Promote community interest in the school system and make communities aware of their responsibilities in supporting the education for all; Create greater awareness and provide feedback to the wider community on issues that have to do with school governance, management, inclusion, regulations, and learning outcomes; Encourage a harmonious relationship between the school, community, LGEAs, LGA officials and state education agencies, thereby creating links between the government and local communities; Facilitate and support disadvantaged groups and those with special needs within the community to have access to education; To raise the level of pupil enrolment, retention, attendance, completion and transition across various levels of basic and post-basic education; Provide communities with the capacity and mechanisms to demand accountability and transparency from duty bearers in the education sector; Promote and support schools to achieve set targets/benchmarks for better learning outcomes and more effective management; Provide the mechanism and framework for direct funding to schools, with SBMCs having oversight functions on expenditures by the school management; Encourage SBMCs, local communities, philanthropists and other stakeholders to engage in resource mobilization for improvement of education; Encourage stakeholders to create safe, friendly and conducive learning environments for all learners; Provide all stakeholders with opportunities to develop their capacities and competences in order to enhance their performances within the SBM system; Provide a legal framework for involving all stakeholders, including the communities, to participate in the planning, implementation, monitoring and evaluation of educational outcomes at the school level and Provide and update the School Development Plan (SDP) on an annual basis (SSSBMCP 2017).

Ememe (2014) acknowledged that school based management committee are essential link between schools and community they serve. School based management committees are made up of range of local people involved with their school. SBMCs work to increase community involvements with education and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools and a way of increasing the contributions of everyone in the local area to make education work well. Ihedioha, (2021a) cited Bogunjoko (2013) who asserted that SBMC is a continuous circle of planning and implementation, so once one year plan has been implemented and funds accounted for, planning can start for the next year. The process begins again by briefly reviewing whether the goal of improving students' achievement remains the same and then moving to the school self-evaluation. It is hoped that there will be some significant changes when the school evaluates performance, as a result of the year's effort to improve. This is also a good time to discuss the various stakeholder groups how happy they have been with their involvement in the entire process. Whatever the source of funding, the money coming into the

school will have to be managed well. The management of such funds is the responsibility of both the head teacher and the school based management committee, it is important to ensure the correct amount is paid for items purchased and that money is spent accordingly to make the best of the funds that are available. There should be clarity on who has financial authority, what limits are set and who does what. Financial management can be seen as having a number of stages such as; planning the use of funds; assessing bank accounts; holding the cash; spending the money; recording the transactions and reporting the accounts.

Federal Government Policy on Education (2007) as observed by Ihedioha, (2021a) stated that the SBMC shall be established in non-public schools in Nigeria within the framework of the national school based management (SBM) model and in accordance with the state as approved by honorable commissioner for education or the Federal Capital Territory (FCT) education authorities as the case may be. The governance structure of school based management committee shall be defined as: SBMC shall be constituted based on representation of a diverse groups with interest in improving the learning outcomes of pupils and students in schools:

- 1) The membership of SBMC shall be between eight (8) and twenty (20) as may be specified in each state of FCT SBM policy. The groups that they represent shall nominate the School Based Management Committee membership. The lower limit is to cater for schools in localities (particularly in rural areas and among migrating communities) with low population.
- 2) There should be reasonable gender balance in the composition of the SBMC. An attempt should be made in achieving at least 40% female inclusion in the SBMCs. This along with other strategies will strengthen the inclusive decision making mechanism.
- 3) In secondary schools, students particularly in the higher classes should be represented as a strategy for developing their capacity in the decision-making process. It is because of these needs or problems that the standing call is being carried out to determine the influence of school based management committee on school administration of senior secondary schools and to improve secondary school plants and to have an overall educational development in Aba education zone (Ihedioha, 2021a). Ihedioha, (2021a) submitted that school based management committee in Nigeria vary according to each zone and state policies but the goals typically include: increasing the participation of parents and communities in the schools; empowering school administrators and teachers; building local level capacity; improving quality and efficiency of basic schools and perhaps most importantly, providing equity and equality in access to basic education. The implementation of school based management committee in Nigerian public secondary schools has brought about some improvement and development.

Contributions of School Based Management Committee Programme of Public Secondary Schools

Enhances administration and management of secondary school, Improvement in funds mobilization, Improved in the planning and maintenance of school plant facilities,

Enhances Administration and Management of Secondary Schools

Ihedioha, (2021a) did a study that investigated the influence of school based management committee (SBMC) on school administration of secondary schools in Aba Education Zone, Abia State. The study revealed among others that the school based management committees asserted much influence in the administration of secondary schools in Aba Education zone. The study concludes that school based management committee contributed to the educational development of schools through funding and enhancement of teaching and learning in schools.

Improvement in Funds Mobilization in Secondary Schools

SBMC of secondary school have led to improvement in funds mobilization of some public secondary schools in Nigeria. (Maina, Mohammed.& Adeola (2020) opined that it is envisaged that members of SBMC will donate money, facilities/equipment, and provide services for schools, which will improve the state of infrastructural facilities, improve the quality of

education, reduce dropout rate, as well as improve the retention rates in schools. Khadijat, Mulikat and Isaac (2017), on impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools. Their research findings indicated that SBMCs performed several roles such as fund raising and making financial contributions in kind and cash to meet immediate and recurrent expenses of the school.

Improved in the Planning and Maintenance of School Plant Facilities

Improved in the planning and maintenance of school plant facilities. Maina, Mohammed.& Adeola (2020) opined The school-based management committee (SBMC) is established by the government to support the efforts of school authorities in ensuring effective school administration and contributing to the overall improvement of the school for goals attainment. However, Maina, Mohammed & Adeola (2020) in their study discovered that school based management committees (SBMCs) actively involved in the maintenance of physical facilities in secondary schools, though maintenance impact has not been felt due to inadequate skills and wrong maintenance approach put in place by the SBMCs. The finding also showed that SBMCs have been effective in mobilizing funds from communities to support school development, but the funds are inadequate and they have not been able to act as an alternative mechanism of reducing government's financial burden in providing free education, as larger parts of school expenses are being taken care by the government. Maina, Mohammed & Adeola (2020) also found out that SBMCs engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMCs provide funds to augment the governments' investment in education. SBMCs have equally ensured that school libraries, toilets, laboratories, sporting facilities, equipment and classrooms were properly utilized and maintained in such a way that will encourage the students to learn under a conducive atmosphere. Verspoor (2008) who opined that SBMCs are instrumental in the provision and maintenance of physical facilities in schools and thus SBMCs should be accompanied with reforms that can further enrich the efficient use of available of facilities.

Challenges Faced by School Based Management Committee in Nigerian Public Secondary Schools.

The following factors have been identified; inadequate funding, corruption, insecurity, poor participation of parents, Poor Capacity Building of Stakeholders, lack of motor-able roads and ineffective supervision of the programme as problems hindering effective implementation of School Based Management Committee programme of public secondary schools in Nigeria.

Inadequate Funding

Inadequate funding of school based management committee programme in the public secondary schools is affecting the implementation of the programme. The funding pattern of the programme is dual sources. The federal and state government are constitutional mandated to provide part of the funding while the host community of the institutions is also saddled with providing and sourcing for funds for the implementation of the programme. On the part of the government, Ogunode (2020) submitted that the funding of public secondary school education in Nigeria are inadequate and this is hindering effective administration of the sector. On the part of the parents, Maina, Mohammed & Adeola (2020) observed that the funds provided by SBMCs are inadequate to provide capital projects such as libraries, laboratories and other capital intensive infrastructure in the schools. Khadijat, Mulikat and Isaac (2017), on impact of SBMCs grants on girls' enrolment, completion and performance in Bauchi State Junior Secondary Schools also revealed that SBMCs performed several roles such as fund raising and making financial contributions in kind and cash to meet immediate and recurrent expenses of the school. Suleiman and Bawa 2009 also supported this fact by emphasizing in the findings of a study conducted in five states on SBMCs, that though SBMCs are inaugurated in schools, but they are not functional due to lack of financial resources and inadequate skills required for the SBM to set up. It has been observed that parents are not contributing their counter-part funding to the implementation of the programme in most states across the federation. Kiragu, King'oina and

Migosi (2013) who found out that one of the challenges of SBMC, is the inability of its members in making contribution to the development plan of the school for sustainable growth and school improvement.

Corruption

Corruption is a major problem in school administration in Nigeria. Corruption have been noticed as a major challenge to the implementation of school based management committee programme of public secondary schools in Nigeria. This submission was agreed by Ogunode (2020) who opined that Institutional corruption is another problem facing the administration of secondary schools in the country. Funds released by the government for the administration of the schools some time ended up in private hands. Funds meant for the capital and recurrent services in the secondary schools are been diverted by the officials of the ministries. Funds budgeted for different programme in the ministries are been diverted into private banks. Many public funds meant for the development of education in Nigeria are diverted and mismanaged. In respect of school based management committee programme of public secondary schools, Nyandoro, Mapfumo and Makoni (2013) discovered that stakeholders in secondary schools agreed that the management of school finances is poor and ineffective. Nyandoro, Mapfumo and Makoni (2013) also reported that school development committees were not effective in managing funds for their schools due to lack of skills in various aspects of financial management such as preparation and use of budget for decision making, keeping inventory of school assets and raising funds. Eziuzo and Enueme (2013) noted that financial management policy entails specifying the functions of the head of the institution, the bursar and the members of the SBMC in the management of funds, specifying the different sources from which educational institutions should procure funds for the management of their schools, specifying the procedures for the utilization of funds within the schools and outlining how the administrators and finance officers' should give account of funds within their schools. It therefore becomes imperative that the chairpersons of SBMC come up with appropriate techniques that would increase members' participation on issues relating to school finance.

Insecurity Problem

The implementation of School Based Management Committee programme of public secondary schools in Nigeria is also faced with the problems of insecurity especially in the Northern Nigeria. Officers both from the federal and state ministries of education in charge of supervision of the implementation of school based management committee programme across the country are sometime prevented by the insecurity challenges facing the country. Ogunode (2020) observed that insecurity in educational institution implies the human resources within the educational institutions are in the state of fear or threat and lack peace to carry out their respective function. It is a situation where both school administrators, teachers, non-teaching staff and students are in the state of fear. Insecurity challenge is another major problem facing the secondary schools in Nigeria especially in the Northern part of the country. Insecurity have prevent effective administration of secondary school programme in the country. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram members. Supervision of the programme in some state have been suspended due to the activities of Bandits and Boko haram members who are killing and kidnapping people for ransom.

Poor Participation of Parents

Poor participation of parents and community members in the SBMC in public secondary school is another problem hindering the effective implementation of the programme. Prabhakar and Rao (2011) observed that despite the established SBMC framework for schools, parents or community were not involved effectively. Chika, Onuora, & Sam,(2021) did a study and discovered that SMBCs in Awka Education Zone of Anambra State were involved in the financial management of secondary schools to a low extent. Furthermore, it was also revealed

that there is no significant difference in the mean ratings of internal members of SBMC and the external members of SBMCs on the extent of their involvement in developing the school plan and financial management of secondary schools.

Poor Capacity Building of Stakeholders

As stated under Section 1.3 (b) of this policy, capacity development of all stakeholders is a necessary condition for the successful implementation of any SBM system. States' SBM Policies shall therefore establish a capacity development programme for major stakeholders in SBMC operations at all levels. The capacity development programme shall aim at developing the skills and knowledge base of the stakeholders. The requirements for the different stakeholders will vary (FRN undated). This implementation of the capacity development programme policies for the School Based Management Committee programme of public secondary schools is poor and not effective. Musa (2016) submitted that training of committee members of School Based Management Committee programme is poor because only few committee members have received training on the programme.

Lack of Motor-able Roads

Lack of good motor-able roads is one of the factors militating against effective supervision of School Based Management Committee programmes of public secondary schools across the federation. Many public secondary school are located in the rural areas and communities where there are no motor-able roads. Monitor and evaluators of the SMBC Programme sometimes may not have the means to get to where the schools are located. Musa (2016) observed that School Based Management Supervisors and monitoring teams find it extremely difficult to go to the interior to carry out their supervisory work. Sometimes, when they attempt to do so, their vehicles either breaks down on the way or spend a lot of time locating the school. More so, because of insecurity in the area they find it difficult to go to rural areas for supervision. Lack of good roads has made teachers who are supposed to be in school absent from school, some choose to come to school once or twice a week.

Ineffective Supervision / Poor Monitoring and Evaluation

Monitoring and evaluating NSBMP shall be carried out at the following levels: Federal (FME, UBEC and NIEPA); State (SMoE , SUBEB and other relevant parastatal), LGEA and local community. Dimensions of the NSBMP to be monitored and evaluated shall include:

(i) School Leadership, (ii) Internal Stakeholders (including teachers, Head teachers and principals), (iii) External Stakeholders, (iv) School improvement Process (including learning outcomes), (v) School-Based Resources, (vi) School Performance Accountability, and (vii) Gender and inclusion (FRN undated). The implementation of the policy in regarding monitoring and evaluation of the School Based Management Committee programmes of public secondary school have not been effective in some states since the commencement of the programme. Ogunode, Mohammed, & Abubakar, (2022) submitted that Monitoring and evaluation is use for ensuring accountability in projects and programme. Monitoring and evaluation aid the realization of a project. One of the means of realizing the SBMC is monitoring and evaluation. The monitoring and evaluation system of SBMC is weak and ineffective. The team designed for that functions are inactive in carrying out their works. The poor monitoring and evaluation system is affecting the implementation of SBMC in the federal capital territory.

Recommendations

In order to improve the implementation of the School Based Management Committee programme of public secondary school in Nigeria, the following were recommended:

1. Government should make available adequate fund for School Based Management Committee programme of public secondary school in Nigeria. This will help to improve the implementation of the programme. The communities and parents should be encourage to contribute their counterpart funds

2. The government should come up with effective monitoring and evaluation system to monitor the funds in the administration of the School Based Management Communities of the public Secondary schools across the country.
3. The governments should address problems causing insecurities in the country and adequate security personnel should be provided for the officers going for monitoring and evaluation of the School Based Management Communities of the public Secondary schools in the country.
4. The government should introduce some allowances for the members of the School Based Management Communities of the public Secondary schools. This will help to improve their participation in the school management. Collective decision-making between parents and community members on the one hand, and principals, teachers, and school staff on the other, may improve school community relations. This may lead to improved educational performance.
5. The government should release funds for the capacity development programme for the stakeholders in the administration of the School Based Management Committee of the public Secondary schools in the country.
6. The government should come up with means of reaching public secondary schools in rural communities. Different options should be considered and the best adopted for the supervisors to enable them go for supervision in rural areas.
7. The government should improve on the monitoring and evaluation system of the School Based Management Committee of the public Secondary schools. This will help the programme achieve its objectives.

Conclusion

The paper provide that School Based Management Committee has helped in the improvement of school administration and management, funds mobilization and improvement in planning and maintenance of school plant facilities. The paper also identified inadequate funding, corruption, insecurity, poor participation of parents, poor capacity building of stakeholders, lack of motorable roads and ineffective supervision of the programme as the major problem hindering the implementation of school-based management committee of public secondary schools in Nigeria. The paper major recommendation was that the government should increase the funding of the programme and communities and parents should be encouraged to contribute their counterpart funding on time.

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